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ABSTRACT

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DIMENSIONS OF THE ARMY RECRUITER AND GUIDANCE COUNSELOR JOB

by

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This research used multidimensional scaling (MDS) and a clustering technique described by Ward and Hook to discover the underlying dimensionality of tasks associated with the Army recruiter and guidance counselor jobs. Within the project a recruiter/guidance counselor task list was developed and 101 USAREC personnel familiar with these two jobs sorted the tasks into dimensions according to the tasks' perceived similarity with respect to job function.

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These sorting solutions yielded a similarity matrix defining the similarity distance between each task pair. After appropriate transformations, these similarities were analyzed using the MDS and Ward and Hook procedures. The MDS provided these four broad task dimensions: Prospecting Activities, Publicizing the Army, Selling Army, and Administrative Activities. The Ward and Hook analysis yielded a far more differentiated solution--fully 26 clusters of tasks were identified and used to define relatively specific subdimensions of the more general MDS categories. The report discusses implications of the results for selecting and training Army recruiters.

ARI FINAL REPORT

Brief

Previous attempts to develop and validate paper and pencil predictors of Army recruiter effectiveness have met with little success. One possible reason for these failures is that not enough is known about the performance requirements of the recruiter job. This project focused on discovering these performance requirements by attempting to define the underlying task dimensions associated with the Army recruiter and guidance counselor jobs.

The first step in this research effort was to revise a task list describing job activities of 00E MOS soldiers. The purpose of the revision was to shorten the list by eliminating out-of-date tasks and by combining tasks which referred to the same kind of behavior. For example, several tasks related to meeting various paperwork responsibilities were combined to form smaller number of more general task statements describing these activities. Knowledgeable USAREC personnel assisted in the shortening.

The revised task list of 150 items was used in a "task sorting protocol" to gather the perceptions of USAREC personnel about how the tasks group together by job function. This protocol required each respondent to sort the tasks into categories according to his/her knowledge about the way job duties group together. Highly similar tasks - i.e. tasks which describe very similar job functions - were to be placed in the same category; dissimilar kinds of tasks were to be sorted into separate categories.

The protocol was pilot tested, revised slightly, and then administered to 101 field recruiters, guidance counselors, and their supervisors, these participants representing all five recruiting regions. The date were analyzed first by assessing agreement among participants in the way the tasks were sorted, and second by forming a composite set of task dimensions summarizing the group members' sorting solutions.

Results indicated considerable agreement in this sorting task among guidance counselors and recruiters, participants from the different regions, and supervisory versus non-supervisory personnel. Therefore, a summary list of task dimensions was formed. This composite list contains four broad dimensions defining relatively general task areas associated with the recruiter's and guidance counselor's role in the Army recruitment process. Subsumed under each general dimension are four specific task dimensions identifying more narrow and focused performance requirements. Here are the composite task dimensions:

I. Prospecting Activities

Identifying and contacting qualified prospects.

- using existing name sources to generate lists of prospects
- contacting prospects
- dealing with centers of influence and other persons in the schools and in the community for the purpose of gathering prospect names
- obtaining referrals

II. Publicizing the Army

Building a positive Army image in the community by setting a good example and by providing favorable publicity for the Army and Army enlisted programs.

- conducting Army publicity programs in the schools or in the community
- working with the news or other media to obtain favorable publicity for the Army
- performing community services and working with community groups to enhance the Army's image
- preparing and delivering presentations about the Army to civic organizations, at career counseling sessions, or at recruiting seminars

III. Selling Army

Getting individuals to join the Army by counseling them, explaining Army benefits and opportunities to them, and presenting the advantages of Army life.

- describing aspects of Army life, benefits, and opportunities to prospects
- conducting interviewing or counseling sessions with prospects to sell them on the Army
- answering questions about the Army and about enlistment; overcoming objections to joining the Army service
- sizing up individual prospects and tailoring the interview to help sell Army

IV. Administrative Activities

Working with recruiting reports, records, statistics, etc. and organizing recruiting activities.

- preparing, maintaining, and reviewing enlistment reports
- planning recruiting activities: performing market research, zoning recruiting areas, etc.
- maintaining recruiting statistics and records
- maintaining recruiting publications

These dimensions should prove especially useful in developing selection procedures for the Army recruiter job. First, the content of the dimensions will suggest the kinds of personal characteristics and attributes necessary to perform effectively as a recruiter. Then, paper and pencil measures of these attributes can be chosen and/or developed as indicators of potential for top-level performance in Army recruiting work. Finally, the dimensions may serve as performance rating scales in future selection research intended to ensure that selection procedures chosen are, in fact, validly identifying persons with good potential for Army recruiting.

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INTRODUCTION

The project described in this report was undertaken to provide a comprehensive description of task dimensions underlying the activities of Army recruiters and guidance counselors. The project takes the important initial step toward the effective development of a selection strategy by identifying clearly those task dimensions which describe the performance requirements of the job.

PROCEDURE

Visiting Recruiting Stations and an Armed Forces Enlistment and Evaluation Station (AFEES)

To familiarize the research staff with the daily activities of Army recruiters, research staff members visited several recruiting stations in the Chicago and Minneapolis District Recruiting Commands (DRCs). Both inner city and rural stations were observed during this familiarization phase. The researchers briefly interviewed station personnel and spent time observing recruiters at work. Members of the research staff also interviewed and observed guidance counselors at the Chicago AFEES. These visits greatly increased the staff's knowledge of Army recruiting activities and of the duties of both field recruiters and guidance counselors.

Refining the Recruiter/Guidance Counselor Task List

Personnel specialists associated with the Department of the Army have published lists of the tasks performed in most military occupational specialties (MOSs). One of these is the set of tasks performed in the 00E, Recruiter/Guidance Counselor MOS. This list contains 376 tasks and appears as Appendix A. It is divided according to 17 job areas, with as few as 10-15 tasks representing some areas, and as many as 30-40 representing other areas.

Although the task list represents a thorough and comprehensive description of tasks performed in the MOS, for purposes of this data collection it contained many redundancies and some preliminary editing was required. Fortunately, data were available to provide objective guidelines for determining the relative redundancy of item coverage in each job area. "Time spent" information for each individual task had been gathered from recruiters and guidance counselors (Goldman, 1975), thus allowing for an estimate of recruiter and guidance counselor involvement in each of the 17 job areas. The time-spent data for each job area were used to guide decisions about how many items to use in representing each area. An attempt was made in the final task list to have roughly the same proportion of items in each job area as the proportion of time recruiters and guidance counselors spend in that area.

Keeping this criterion in mind, research staff members began combining items whose content appeared to be similar enough to warrant such combining steps. As one example, 23 items related to completing forms were collapsed in various ways yielding eight items. For instance, "Prepare/review DA Form 1696-R" and "Prepare/review DA Form 3072-1" were combined into the single item, "Prepare/review DA Forms associated with waivers (DA Form 1696-R; DA Form 3072-1)". The three tasks "Initiate/prepare enlistment moral waivers", "Initiate/prepare enlistment medical waivers", and "Initiate/prepare enlistment administrative waivers" were combined into the single task statement, "Initiate or prepare medical, moral, or administrative waivers for applicants".

Similarly, several other pairs or groups of tasks were combined in order to shorten the list and arrive at reasonably representative coverage of the 17 job areas. These editing changes reduced the length of the original list to 155 tasks. Appendix B presents that list along with a designation of the origin of each task.

"Clearing" Items with Recruiters, Guidance Counselors and Personnel Specialists

The last step in forming the final task list was to show the modified tasks to experts, persons who could make judgments about the wording of individual items and about the total job coverage provided by the task list. Thus, the research staff asked field recruiters and guidance counselors to review the list and to make corrections in wording, as appropriate. These persons were also encouraged to offer suggestions about adding or deleting items. In addition to individuals functioning in the MOS, personnel specialists knowledgeable about the recruiter and guidance counselor jobs reviewed the task list for completeness and appropriateness. These "checking steps" resulted in several more changes. The final task list contained 150 items and appears in Appendix C.

Developing the Task Sorting Protocol

Before task dimensions can be derived, it is necessary to obtain estimates of the similarity between each pair of tasks. These estimates are usually obtained directly--i.e., persons are asked to rate directly the similarity between each item pair. With the large number of tasks in this study, that method would have been cumbersome. If each rater judged the similarity between every possible pair of items, the rater would be faced with 11,175 judgments, clearly too time consuming for individual raters.

Fortunately, another method is available for generating these similarity judgments. Friendly and Glucksberg (1970), and Davison (unpublished manuscript, 1974), have used a procedure which requires judges to cluster stimuli into categories of similar content rather than

to make judgments about individual item pairs. Applying this method to the sorting of tasks, each participant forms his or her own task categories, with the tasks that are placed in each category representing the content of that category or cluster.

The task sorting protocol thus consisted of (1) a three-page set of directions, including an example of how the tasks were to be grouped together, and (2) a deck of computer cards, each with a single task statement printed along the top. The directions, which appear in Appendix D, asked respondents to sort the cards into piles according to their perceptions of how the tasks grouped together.

Pretesting the Task Sorting Protocol

Pretesting Procedures. A pretest was conducted with 11 USAREC personnel from the Chicago DRC. Three were Army recruiters, four were station commanders, and two were guidance counselors. The pretest sample also contained the DRC's Senior Guidance Counselor and a Deputy Area Commander.

Members of the pretest sample were briefed about the nature of the project and were then asked to complete the protocol. To obtain test-retest reliability data, researchers returned two weeks later to re-administer the protocol. Ten of the eleven present at the first session also completed the protocol a second time during this session. For the ten who completed the protocol twice, a dissimilarity matrix was first computed for Administration 1 responses according to the procedures suggested by Rosenberg and Sedlak (1972). Appendix E explains the derivation of such matrices. Next, a dissimilarity matrix was formed using Administration 2 responses and the elements of the two matrices were intercorrelated. That is, an index of the association between the two sets of responses was computed by correlating the corresponding elements of the two 150 x 150 dissimilarity matrices. A high correlation from such data indicates that the patterns of judged psychological distances between tasks are very similar for Administration 1 and Administration 2 data. A low correlation suggests that the two responses to the protocol produced different patterns of distances between tasks, an indication that responses to this kind of protocol are unstable.

During the pretest phase, two other procedures were employed to check on the validity of information provided by responses to the protocol. First, results obtained using the protocol were compared with results obtained using the paired comparison method, a more often used means of generating similarity distances among stimuli. To accomplish this check on the equivalence of the two data gathering procedures, 11 items were selected from the 150 and placed in a paired comparison similarity rating format. Each pretest group member received approximately half of the possible pairs of 11 task statements; five participants judged the similarity of 28 pairs and the five other participants judged

the similarity of the other 27 task pairs. Each participant was asked to rate on a 4-point scale the similarity in job function represented by each pair of tasks. The 4-point scale was defined: 1 = very similar; 2 = somewhat similar; 3 = somewhat different; and 4 = very different. Means of these direct similarity ratings were correlated with the corresponding 55 dissimilarity indices derived from the task sorting protocol[1] to determine the equivalence of the two methods.

A second check on protocol data was to ask respondents to explain their "solutions" by having them describe the content of each of their categories. Thus, at the end of the second session, research staff members asked several participants to explain what each of their categories was meant to depict. The purpose of this inquiry was simply to assess whether or not the solutions "made sense".

Pretest Results. Test-retest reliability of the pretest solution was .82 for elements of the dissimilarity matrices ($N = 11,175$, $p < .001$). Thus, the ten USAREC personnel who completed the protocol twice agreed rather closely as a group on their two responses to the protocol.

The correlation between responses to the paired comparison similarities task on 11 of the items and the corresponding dissimilarity elements derived from the task sorting protocol was .71 ($N = 55$, $p < .01$). The magnitude of this relationship is not as great as was anticipated, but it suggests that the task sorting protocol is capturing approximately the same kind of similarity judgments as the more traditional paired comparison similarity ratings.

Further, the content of categories reviewed verbally by participants was conceptually meaningful. Many categories were held in common across participants, and when individual participants described unique categories, they almost always appeared meaningful within the context of that person's complete set of categories.

Overall, the validity checks outlined above indicated that USAREC personnel well informed about recruiter/guidance counselor job duties could provide meaningful responses to the task sorting protocol. High test-retest reliability suggested that responses would be stable and a reasonably high correlation between protocol results and the results obtained using a more established data gathering strategy lends support to the task sorting protocol method.

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[1] Again, Appendix E describes how these dissimilarity indices are formed.

Finally, a clustering procedure (Ward & Hook, 1963) was utilized to obtain a preliminary idea of the dimensionality underlying the recruiter/guidance counselor tasks. The Ward and Hook process begins by examining the distances between all possible pairs of tasks as defined by the dissimilarity matrix computed previously. It selects the two tasks that are least dissimilar (most similar) and collapses those into a single cluster. The next step in the procedure is to scan the N-1 tasks (where one of the "tasks" is a cluster situated at the centroid of the space previously occupied by two individual tasks) and to combine the next most similar tasks (or clusters). This procedure can be followed until only two clusters remain, although one may choose to stop the process earlier, if desired.

Research staff members examined closely the various Ward and Hook steps and selected for the pretest solution those clusters that made good conceptual sense individually and as a group. The nine interpretable clusters so chosen appear in Table 1. This result indicated that the task sorting protocol was a workable data gathering procedure which showed promise for yielding meaningful task dimensions.

Sampling Plan for the Main Administration of the Task Sorting Protocol

Since the purpose of the project was to develop recruiter/guidance counselor task dimensions according to the perceptions of a representative group of recruiters and guidance counselors, the sampling design was intended to reflect a wide range of geographic areas representing all five Army recruiting Regions and a good mix of field recruiters, station commanders, guidance counselors, and senior guidance counselors. To implement this design two DRCs were selected from each of the five recruiting Regions, and 11 individuals were selected within each DRC. These groups consisted of persons possessing a good mix of experience within USAREC, some with recruiting experience only, some with guidance counselor as well as recruiting experience, and others with supervisory experience in recruiting, counseling, or both. Thus, the sampling plan called for 110 persons, each of the five recruiting Regions contributing 22 persons with a good mixture of job experience within the 00E MOS.

Gathering the Data

Researchers visited each of the ten DRCs to administer the task sorting protocol. USAREC participants in these sessions were first briefed about the purpose of the project, and then they were presented a copy of the directions for completing the protocol.

After reading the directions and listening to the verbal instructions, the USAREC participants worked on their own, each sorting task statement cards into categories. When the raters completed the sorting

TABLE 1

WARD AND HOOK CLUSTERS FOR PRETEST DATA (N = 11)

1. Scheduling exams and tests for applicants; processing enlistment paperwork. 6,7,13,19,25,59,61,70,72,74,91,95,99,101,102,115,116, 124,130,148,150a

2. Personally publicizing the Army in the Community; delivering presentations about the Army. 17,18,27,33,38,41,44,56,79,108,109,111,113,119, 125,129,135,138,143

3. Prospecting; "beating the bushes" for prospect leads. 31,50,51,69,71, 88,94,107,128,133,139,145

4. Advertising the Army through public information programs, news releases, TV or radio ads. 5,23,35,53,58,64,73,98,118,120,122,123,126,131,142,144

5. Investigating/initiating/processing waivers for applicants; preparing forms verifying birth or arrests. 28,34,46,77,85,114,132,146,147

6. Completing paperwork related to assigned vehicle; driving and maintaining assigned vehicle. 4,20,24,26,43,63,67,78,82,93

7. Explaining Army life, benefits, opportunities, etc. to prospect; counseling the prospect; contacting and talking about Army to parents of prospects. 1,8,10,11,12,14,22,29,32,40,45,48,54,57,65,76,80,83, 87,90,92,103,104,140

8. Administering and interpreting results of screening tests; dealing with rejected or unqualified applicants; determining or verifying applicant's eligibility for enlistment. 9,36,47,49,60,75,84,89,100 121,134,137,141,149

9. Administrative duties; performing organizing and planning activities. 2,3,15,16,21,30,37,39,42,52,55,62,66,68,81,86,96,97,105,106,110,112, 117,127,136

[a]Each cluster name is followed by a list of tasks contained in that cluster.

job, one of the research staff members placed a blank computer card between each category to preserve the respondent's category solution. This procedure was followed so that a respondent's solution could be read directly into a computer, a procedure which was efficient and ensured relatively error-free data. Time taken to complete the protocol ranged from one to two and a half hours with most persons taking approximately one and a half hours.

Data Analysis Procedures

First, the research staff wished to determine the extent of agreement in solutions offered by various subgroups of participants. Therefore, subgroups were formed and the elements of the dissimilarity matrices generated by each group's data were intercorrelated to provide inter-participant agreement indices. One way of subgrouping the sample was to form recruiter and guidance counselor groups, another was to form DRC subgroups, and another was to form three subgroups, (a) field recruiter, (b) guidance counselor, and (c) supervisory personnel (e.g., senior guidance counselor, station commander, etc.).

Once consistency in responses across subgroups was established, the data were collapsed across all subjects and subsequent analyses performed on combined data. The two kinds of analyses performed were (a) multi-dimensional scaling (MDS), and (b) a Ward and Hook (1963) clustering procedure.

It was hoped that by applying these two different data analysis methods, a more complete picture of the dimensionality underlying the tasks might be revealed. Multidimensional scaling solutions are known, in general, to yield relatively small numbers of dimensions (Schlesinger & Guttman, 1969; Shepard, 1972), thereby succinctly and parsimoniously representing the task dimensionality. Ward and Hook analyses, on the other hand, usually provide more differentiated dimensional solutions. It seemed likely, therefore, that both solutions could be used to form task dimensions.

RESULTS

Reliability Results. Interparticipant reliability results appear in Tables 2 and 3. Table 2 indicates that persons in the different DRCs agree substantially among themselves about the pattern of similarities among tasks. Table 3 shows first, that guidance counselors and recruiters agree closely, and second, that supervisory personnel see much the same pattern of task similarities as those they supervise. These high reliabilities across the data from different groups suggest that no serious disagreements in responses exist and that the solutions could be collapsed across the entire sample. The MDS and Ward and Hook clustering procedures were therefore applied to the composite responses.

TABLE 2

INTERCORRELATIONS AMONG DISSIMILARITY MATRICES
DEVELOPED FOR EACH DRC

		1	2	3	4	5	6	7	8	9	10
1.	Oakland	--									
2.	Los Angeles	73	--								
3.	Cincinnati	80	77	--							
4.	Cleveland	71	75	77	--						
5.	Philadelphia	74	76	81	76	--					
6.	Pittsburgh	73	75	77	75	79	--				
7.	Atlanta	73	74	80	73	80	73	--			
8.	Jacksonville	74	81	81	75	83	80	78	--		
9.	Dallas	67	61	75	62	74	71	73	67	--	
10.	San Antonio	74	73	80	75	80	77	80	76	76	--

Note: N = 11,175
DRCs in the table are grouped by recruiting region.
Mean within-region correlation = .75; mean across-region correlation = .75.
Intraclass correlation for the ten groups = .97.

TABLE 3

INTERCORRELATIONS AMONG DISSIMILARITY MATRICES
FOR VARIOUS RESPONDENT GROUPS

Sample Size		1	2	3	4	5
37	1. Field Recruiters	--				
17	2. Guidance Counselors	90	--			
47	3. Supervisory Personnel	86	82	--		
79	4. Personnel Involved in Recruiting vs. Guidance Counseling	96	89	96	--	
22	5. Personnel Involved in Guidance Counseling vs. Recruiting	90	99	83	89	--

Note: N of each correlation coefficient is 11,175, the number of possible task pairs in the 150 x 150 task matrix.

MDS Results. The MDS analysis described in the Procedure section of this report yielded solutions with from 5 to 15 dimensions. All solutions were examined carefully for magnitude of eigenvalues and for psychological meaningfulness. The five-dimension solution was most easily interpreted and this solution accounted for 83 percent of the variance in the scalar products matrix. The dimensions and percent variance accounted for appeared in Table 4. Table 5 contains the dimension loadings associated with each MDS dimension.

Ward and Hook Results. The Ward and Hook solution chosen yielded a far more differentiated solution. The clusters of tasks selected for the final solution were much more oriented to specific, relatively narrow facets of the jobs than were the MDS dimensions. The 26 clusters identified appear in Table 6 along with a list of tasks contained in each cluster.

DISCUSSION

Relating the Two Solutions. This section describes the relationships between the MDS and Ward and Hook cluster solutions. Each MDS dimension can be represented by the tasks which load highly on that dimension and each Ward and Hook cluster can be represented simply by the tasks contained in that cluster. By examining the membership of each dimension and cluster, the configuration of tasks within the two solutions can be compared. This comparison is depicted in Table 7.

In general, MDS dimensions are matched in content with more than one Ward and Hook cluster. Further, this matching is extremely "clean" in that the one or more Ward and Hook clusters corresponding to each MDS dimension contain almost all the tasks that load highly on the dimension and very few tasks that load highly on any other dimension. This clear-cut correspondence makes it possible to define several of the MDS dimensions according to the combinations of clusters subsumed under each MDS dimension. For example, where three Ward and Hook clusters together include all tasks which load highly on a particular MDS dimension, then that dimension can be described by a composite of the three clusters' definitions.

Forming the Final Task Dimensions and Definitions. Because of the close correspondence between the two solutions and because of the potential need for both a small number of relatively general task dimensions and a large number of more specific dimensions, the two solutions together were used to form the final task dimensions. The final dimensions, then, broadly define the task domain, but also contain more specific subdimensions whose content is based upon the Ward and Hook cluster solution. These are presented in Table 8, arranged to reflect both general and specific task categories associated with the Army recruiter

TABLE 4

MDS DIMENSIONS FROM MAIN SAMPLE (N = 101)

I. Explaining to prospects Army life, benefits, and opportunities; counseling with prospects in an effort to recruit them into the Army (23 percent)

II. Publicizing the Army; maintaining contact with persons who can help advertise Army opportunities (23 percent)

III. Driving assigned vehicle and ensuring that it is properly maintained (17 percent)

IV. Obtaining prospect leads; establishing prospect name lists by obtaining referrals, checking with schools, screening appropriate lists, etc. (10 percent)

V. Administrative activities; maintaining recruiting charts, records, and statistics (10 percent)

Note: The percent variance accounted for by each dimension appears immediately after the dimension definition.

TABLE 5

DIMENSION LOADINGS FOR FIVE-DIMENSION MULTIDIMENSIONAL SCALING SOLUTION

Tasks[a]	Commu-nalities	I	II	III	IV	V
1	.695	.763	.251	-.203	-.026	-.090
2	.124	-.120	.234	-.102	.205	.044
3	.187	-.279	.017	.068	.109	.304
4	.767	-.085	.046	.868	.023	-.057
5	.671	-.206	-.780	.029	-.126	.058
6	.264	-.209	.186	-.023	-.420	-.091
7	.312	.147	.354	-.219	-.235	-.250
8	.151	.327	.040	-.115	.142	-.098
9	.258	.024	.290	-.167	-.284	-.255
10	.397	.550	.217	-.187	-.017	-.110
11	.555	.690	.210	-.165	-.071	-.048
12	.633	.755	.172	-.172	-.020	-.049
13	.134	.087	.204	-.056	-.285	-.021
14	.448	.630	.075	-.184	.074	-.081
15	.463	-.334	.081	.192	-.033	.554
16	.117	-.207	-.021	-.090	.252	.041
17	.388	-.186	-.535	-.094	.189	-.152
18	.206	-.172	-.192	-.091	.342	-.119
19	.155	-.192	.163	.063	-.269	.122
20	.957	-.152	.017	.966	-.025	.001
21	.088	-.122	.197	-.082	.156	.053
22	.681	.767	.224	-.190	-.025	-.077
23	.595	-.153	-.754	-.037	-.038	-.014
24	.754	-.102	.044	.860	.032	-.039
25	.197	-.270	.106	.032	-.190	.276
26	.995	-.179	.006	.977	-.046	.077
27	.137	-.206	-.070	-.047	.289	-.063
28	.188	-.173	.204	-.053	-.317	-.113
29	.646	.761	.190	-.169	-.024	-.041
30	.291	-.315	.026	.086	.064	.423
31	.261	-.062	.134	-.150	.446	-.131
32	.297	.417	.221	-.164	.207	-.063
33	.059	-.133	-.113	-.015	.167	.001
34	.083	-.052	.264	-.087	-.037	.043
35	.701	-.179	-.812	-.058	.006	-.072
36	.305	.324	.274	-.190	-.227	-.192
37	.505	-.338	.076	.180	-.115	.583
38	.231	-.128	-.347	-.079	.249	-.163
39	.678	-.227	.025	.752	-.029	.244
40	.605	.725	.209	-.171	-.042	-.064

TABLE 5 (CONTINUED)

DIMENSION LOADINGS FOR FIVE-DIMENSION MULTIDIMENSIONAL SCALING SOLUTION

Tasks	Communalities	I	II	III	IV	V
41	.362	-.171	-.243	-.141	.467	-.190
42	.548	-.360	.063	.160	-.064	.620
43	.900	-.177	.005	.929	-.040	.066
44	.240	-.169	-.406	-.082	.181	-.086
45	.583	.721	.147	-.183	.067	-.054
46	.155	-.220	.148	.000	-.291	-.011
47	.263	.192	.284	-.184	-.241	-.231
48	.183	.291	.102	-.137	.232	-.125
49	.200	.293	.239	-.123	-.179	-.099
50	.238	-.095	.071	-.103	.448	-.112
51	.209	.024	.083	-.157	.404	-.119
52	.180	-.179	.124	.241	-.168	.216
53	.204	-.125	-.410	-.081	.117	.003
54	.706	.795	.205	-.173	-.028	-.042
55	.451	-.325	.068	.162	-.153	.539
56	.379	-.220	-.546	-.054	.148	-.086
57	.364	.517	.236	-.159	.113	-.048
58	.674	-.189	-.795	-.045	-.012	-.063
59	.200	.168	.313	-.210	.015	-.171
60	.115	.268	.160	-.096	-.078	-.038
61	.188	-.129	.195	-.013	-.365	-.018
62	.452	-.339	.117	.125	-.087	.548
63	.983	-.174	.013	.974	-.027	.063
64	.205	-.197	-.102	.331	-.016	.215
65	.413	.560	.220	-.177	.135	-.049
66	.531	-.352	.087	.238	-.066	.582
67	.555	-.066	.074	.729	.089	-.079
68	.079	-.129	.064	-.008	.092	.223
69	.286	-.168	-.080	-.120	.465	-.146
70	.185	.246	.270	-.191	.047	-.115
71	.274	-.184	-.169	-.102	.440	-.086
72	.195	.003	.293	-.158	-.255	-.135
73	.681	-.176	-.803	-.017	-.070	.004
74	.108	-.177	.158	.000	-.224	.032
75	.143	.170	.221	-.115	-.197	-.115
76	.696	.782	.219	-.175	-.052	-.056
77	.314	-.036	.339	-.207	-.251	-.304
78	.944	-.183	.020	.950	-.033	.072
79	.083	-.104	-.249	-.011	.095	-.037
80	.511	.655	.212	-.142	-.126	-.032

TABLE 5 (CONTINUED)

DIMENSION LOADINGS FOR FIVE-DIMENSION MULTIDIMENSIONAL SCALING SOLUTION

Tasks	Commu-nalities	I	II	III	IV	V
81	.385	-.329	.048	.165	-.025	.497
82	.925	-.171	.016	.944	-.024	.053
83	.757	.812	.223	-.205	.009	-.079
84	.197	.048	.260	-.130	-.303	-.134
85	.193	-.118	.249	-.116	-.240	-.214
86	.414	-.325	.070	.169	-.049	.521
87	.402	.543	.214	-.182	.146	-.079
88	.326	.047	.163	-.176	.496	-.142
89	.160	.328	.174	-.116	-.085	-.042
90	.364	.411	.308	-.206	-.165	-.172
91	.190	-.105	.259	-.112	-.313	-.042
92	.512	.640	.223	-.183	-.094	-.102
93	.985	-.182	.007	.972	-.046	.076
94	.340	-.026	.169	-.163	.512	-.147
95	.276	-.162	.249	-.101	-.390	-.161
96	.149	-.187	.022	-.023	.019	.335
97	.347	-.306	-.010	.092	-.024	.494
98	.595	-.209	-.739	-.011	-.056	.036
99	.142	-.083	.260	-.102	-.233	-.048
100	.075	.170	.146	-.114	-.010	-.108
101	.141	-.185	.146	.053	-.263	.118
102	.104	-.013	.157	-.042	-.275	-.038
103	.644	.709	.267	-.223	-.049	-.131
104	.554	.680	.211	-.195	.038	-.086
105	.115	-.040	.180	-.087	.270	.018
106	.217	-.265	.173	.005	.089	.331
107	.359	-.182	-.364	-.128	.375	-.190
108	.461	-.206	-.569	-.092	.241	-.170
109	.085	-.205	-.090	-.005	.188	-.000
110	.548	-.354	.094	.153	-.045	.623
111	.234	-.139	-.234	-.117	.341	-.174
112	.456	-.336	.076	.142	-.128	.548
113	.406	-.135	-.516	-.124	.250	-.208
114	.197	-.234	.195	-.072	-.287	-.128
115	.083	-.033	.211	.012	-.188	-.039
116	.189	.130	.288	-.216	.131	-.158
117	.136	-.217	.119	.046	.131	.235
118	.655	-.184	-.780	-.069	.047	-.080
119	.362	-.142	-.454	-.120	.278	-.209
120	.528	-.184	-.700	-.049	.012	-.026

TABLE 5 (CONTINUED)

DIMENSION LOADINGS FOR FIVE-DIMENSION MULTIDIMENSIONAL SCALING SOLUTION

Tasks	Communalities	I	II	III	IV	V
121	.233	.116	.291	-.202	-.146	-.270
122	.564	-.218	-.718	-.016	-.003	-.003
123	.673	-.201	-.788	.004	-.102	.048
124	.152	-.201	.199	-.064	-.254	.053
125	.170	-.194	-.351	.010	.076	-.057
126	.742	-.199	-.832	.007	-.097	.007
127	.489	-.346	.071	.159	-.033	.581
128	.029	-.151	.029	.012	.070	-.013
129	.279	-.163	-.429	-.084	.210	-.132
130	.192	-.030	.283	-.159	-.244	-.161
131	.380	-.303	-.400	.071	-.059	.346
132	.316	.007	.352	-.217	-.253	-.286
133	.352	.008	.164	-.196	.503	-.181
134	.339	.260	.338	-.240	-.175	-.262
135	.351	-.123	-.504	-.114	.206	-.163
136	.327	-.299	.122	.057	-.150	.444
137	.136	-.001	.181	-.117	-.268	-.131
138	.188	-.226	-.362	.033	.062	-.025
139	.297	-.090	.073	-.148	.484	-.164
140	.526	.678	.191	-.163	.011	-.059
141	.365	.513	.227	-.172	-.087	-.111
142	.533	-.144	-.709	-.040	-.001	-.089
143	.431	-.198	-.545	-.104	.241	-.161
144	.621	-.221	-.747	.011	-.085	.081
145	.308	-.166	-.309	-.115	.375	-.178
146	.181	-.159	.240	-.119	-.219	-.189
147	.311	-.044	.343	-.208	-.251	-.293
148	.144	-.162	.253	-.120	-.144	-.137
149	.198	.005	.308	-.166	-.220	-.164
150	.205	-.231	.226	-.062	-.310	-.012

[a]A list of the tasks appears in Appendix C.

TABLE 6

THE 26 WARD AND HOOK CLUSTERS AND TASK STATEMENTS CONTAINED IN THOSE CLUSTERS

1. Contacting and talking to parents of prospects. 8,48
2. Maintaining registers and publications; forwarding bills. 15,66,97,127
3. Dealing with members of the community for recruiting purposes. 17, 56, 108,113,119,143
4. Contacting education officials and conducting recruiting program in the schools. 18,111
5. Issuing TRs to applicants and arranging for their lodgings and meals. 19,52
6. Dealing with AFEEs. 25,124
7. Contacting National Guard to help them recruit or to receive recruiting help from them. 27,109
8. Controlling/inspecting/requisitioning test materials and preparing them for destruction. 37,55,112
9. Analyzing audience, outlining talk, and delivering presentation about the Army. 38,44,129
10. Conducting publicity program for recruitment purposes. 53,135
11. Dealing with rejected applicants. 60,89
12. Delivering Army presentation at group guidance sessions, career counseling sessions, or recruiting seminars. 79,125,138
13. Initiating/processing/preparing/coordinating/investigating waivers for applicants. 28,85,114,146
14. Performing market research; zoning recruiting area. 3,30,81,86
15. Preparing/reviewing/maintaining enlistment reports, records, statistics, and status charts. 42,62,110,136

TABLE 6 (CONTINUED)

THE 26 WARD AND HOOK CLUSTERS AND TASK STATEMENTS CONTAINED IN THOSE CLUSTERS

16. Processing final paperwork for enlistment. 6,61,95,150

17. Determining eligibility of applicants for Army service. 7,36,90,134

18. Scheduling exams and retests at AFEEs; obtaining results from tests and interpreting them. 72,84,91,99,130,137

19. Organizing recruiting activities. 2,21,105,106,117

20. Interviewing or counseling prospects. 1,14,22,45,104,140

21. Forming prospect list: obtaining referrals, screening existing lists of names, etc. 31,50,51,88,94,133,139

22. Explaining to prospects aspects of the Army, Army life, and enlistment procedures. 11,12,29,40,54,76,80,83,92,103

23. Obtaining names of prospects including dealing with centers of influence. 41,69,71,107,145

24. Publicizing the Army. 5,23,35,58,73,98,118,120,122,123,126,142,144

25. Driving and maintaining government vehicle. 4,20,24,26,43,63,67,78, 82,93

26. Performing administrative follow-up during the recruitment process including completing and reviewing forms and verifying facts about applicants. 9,34,47,77,115,121,132,147,148,149

Tasks not included in clusters: 10,13,16,32,33,39,46,49,57,59,64,65, 68,70,74,75,87,96,100,101,102,116,128,131,141

TABLE 7

COMPARISON OF THE MDS AND WARD AND HOOK CLUSTERING SOLUTIONS

MDS Solution	Ward and Hook Solution
I. Explaining to prospects Army life, benefits, and opportunities; counseling with prospects in an effort to recruit them into the Army. 1,10,11,12,14,22,29,32, 40,45,54,57,65,76,80,83,87,90,92, 103,104,140,141[a]	20. Interviewing or counseling prospects. 1,14,22,45, 104,140 22. Explaining to prospects aspects of the Army, Army life, and enlistment procedures. 11,12,29,40,54, 76,80,83,92,103
II. Publicizing the Army; maintaining contact with persons who can help advertise Army opportunities. 5,17,23,35,44,53,56,58,73,98,108, 113,118,119,120,122,123,126,129, 131,135,142,143,144	3. Dealing with members of the community for recruiting purposes. 17,56,108,113,119,143 9. Analyzing audience, outlining talk, and delivering presentation about the Army. 38,44,129 10. Conducting publicity program for recruitment purposes. 53,135 12. Delivering Army presentation at group guidance sessions, career counseling sessions, or recruiting seminars. 79,125,138 24. Publicizing the Army. 5,23,35,58,73,98,118,120, 122,123,126,142,144
III. Driving assigned vehicle and ensuring that it is properly maintained. 4,20,24,26,39,43, 63,67,78,82,93,97	25. Driving and maintaining government vehicle. 4,20, 24,26,43,63,67,78,82,93

TABLE 7 (CONTINUED)

COMPARISON OF THE MDS AND WARD AND HOOK CLUSTERING SOLUTIONS

MDS Solution	Ward and Hook Solution
IV. Obtaining prospect leads; establishing prospect name lists by obtaining referrals, checking with schools, screening appropriate lists, etc. 31,41,50,51,69,71,88,94,133,139	4. Contacting education officials and conducting recruiting program in the schools. 18,111 21. Forming prospect list: obtaining referrals, screening existing lists of names, etc. 31,50, 88,94,133,139 23. Obtaining names of prospects including dealing with centers of influence. 41,69,71,107,145
V. Administrative activities; maintaining recruiting charts, records, and statistics. 15,30,37,42,55,62,66, 81,86,97,110,112,127,136	2. Maintaining registers and publications; forwarding bills. 15,66,97,127 8. Controlling/inspecting/requisitioning test materials and preparing them for destruction. 37,55,112 14. Performing market research; zoning recruiting area. 3,30,81,86 15. Preparing/reviewing/maintaining enlistment reports, records, statistics, and status charts 42,62,110,136

[a]All tasks loading .40 or greater are included in these lists for the MDS dimensions.

TABLE 8

FINAL ARMY RECRUITER/GUIDANCE COUNSELOR TASK DIMENSIONS

I. Prospecting Activities

Identifying and contacting qualified prospects.

- using existing name sources to generate lists of prospects
- contacting prospects
- dealing with centers of influence and other persons in the schools and in the community for the purpose of gathering prospect names
- obtaining referrals

II. Publicizing the Army

Building a positive Army image in the community by setting a good example and by providing favorable publicity for the Army and Army enlisted programs.

- conducting Army publicity programs in the schools or in the community
- working with the news or other media to obtain favorable publicity for the Army
- performing community services and working with community groups to enhance the Army's image
- preparing and delivering presentations about the Army to civic organizations, at career counseling sessions, or at recruiting seminars

III. Selling Army

Getting individuals to join the Army by counseling them, explaining Army benefits and opportunities to them, and presenting the advantages of Army life.

- describing aspects of Army life, benefits, and opportunities to prospects
- conducting interviewing or counseling sessions with prospects to sell them on the Army
- answering questions about the Army and about enlistment; overcoming objections to joining the Army service
- sizing up individual prospects and tailoring the interview to help sell Army

TABLE 8 (CONTINUED)

FINAL ARMY RECRUITER/GUIDANCE COUNSELOR TASK DIMENSIONS

IV. Administrative Activities

Working with recruiting reports, records, statistics, etc. and organizing recruiting activities.

- . preparing, maintaining, and reviewing enlistment reports
- . planning recruiting activities: performing market research, zoning recruiting areas, etc.
- . maintaining recruiting statistics and records
- . maintaining recruiting publications

and guidance counselor jobs. The reader will note that this final solution contains only four dimensions of the five-dimension MDS solution. The third dimension was dropped because, although this dimension was definitely interpretable, all items loading highly on that dimension related to dealing with vehicles. The importance of this dimension in terms of recruiting or counseling effectiveness and the low base rate of poor performance makes it less central than the others.

CONCLUSIONS

The two methods of grouping tasks provided two different solutions, each yielding useful data. The MDS solution was used as a general framework for representing four broad families of tasks associated with the recruiter and guidance counselor jobs. The Ward and Hook cluster solution was used to define in more specific terms each of the four broad MDS dimensions. Below are several recommendations about how the results and materials developed within the project might be used by the Army to aid future manpower planning efforts.

1. The revised task list of 150 items and the Ward and Hook cluster solution might be used to check that the recruiter training program is complete. The tasks themselves, and, perhaps more conveniently, the Ward and Hook clusters, represent concrete activities recruiters and guidance counselors do engage in. Therefore these materials should be useful in defining training requirements. If training does not prepare recruiters for all the tasks they need to perform, the training program can changed appropriately.

2. The MDS dimensions and the Ward and Hook clusters suggest the personal characteristics and attributes necessary to succeed in the recruiter job. For any future selection effort, it will be important to outline carefully these attributes or person requirements. They link the demands of the job with human skill/ability/interest measurement. Once this list of personal requirements. They link the demands of the job with content, measures which tap the relevant personal characteristics can be selected.

3. The four MDS dimensions can be readily used in the development of performance rating scales to provide additional bases for evaluation of recruiter and guidance counselor performance effectiveness.

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APPENDIX A

MILITARY OCCUPATIONAL DATA BANK

TASK LIST

PERFORM ENLISTMENT/REENLISTMENT PROCESSING DUTIES

1. DEVELOP/MAINTAIN DAILY WORK PLAN
2. ANSWER QUESTIONS BY TELEPHONE
3. ANSWER QUESTIONS BY PERSONAL CONTACT
4. PLAN/ORGANIZE TELEPHONE CALLS
5. ANSWER LETTERS OF INQUIRY
6. STUDY ENLISTMENT (ENL)/REENLISTMENT (REENL) PUBLICATIONS
7. DETERMINE PHYSICAL/MENTAL/MORAL PREREQUISITES
8. DETERMINE ENL/REENL QUALIFICATIONS
9. DETERMINE ENL/REENL ELIGIBILITY
10. VERIFY APPLICANTS AGE
11. VERIFY APPLICANTS SSN
12. VERIFY APPLICANTS CITIZENSHIP
13. VERIFY APPLICANTS PRIOR SERVICE
14. VERIFY APPLICANTS EDUCATIONAL BACKGROUND
15. OBTAIN PARENTAL CONSENT WHEN REQUIRED BECAUSE OF AGE
16. DETERMINE WAIVERABLE/NONWAIVERABLE QUALIFICATIONS
17. INVESTIGATE WAIVERS PRIOR TO DETERMINING ELIGIBILITY
18. INITIATE/PREPARE ENL/REENL MORAL WAIVERS
19. INITIATE/PREPARE ENL/REENL MEDICAL WAIVERS
20. INITIATE/PREPARE ENL/REENL ADMIN WAIVERS
21. COORDINATE/PROCESS ENL/REENL WAIVERS
22. DETERMINE REQUIREMENTS FOR SERVICE SCHOOL ATTENDANCE
23. OBTAIN ENL QUOTA ALLOCATION FOR APPLICANT
24. WRITE REQUESTS FOR IN-SERVICE SCHOOLS/TRAINING

PERFORM ENLISTMENT/REENLISTMENT PROCESSING DUTIES (CONT)

25. DETERMINE CREDITABLE/MONTHLY PAY FOR APPLICANT
26. PROCESS/PREPARE FINAL ENL/REENL PAPERWORK
27. OBTAIN ASSIGNMENT INSTRUCTIONS
28. ASSIST IN REMOVING BAR TO REENL
29. MAINTAIN LIAISON WITH LOCAL FINANCE/PERSONNEL OFFICER

PERFORM DUTIES EXCLUSIVE TO RECRUITING

1. COORDINATE/CONDUCT ENL PROGRAM IN HIGH SCHOOL
2. MAINTAIN COORDINATION/COOPERATION WITH AFEES
3. INITIATE/FORWARD APPROPRIATE RECORDS TO AFEES
4. OBTAIN RECORDS FROM SCREENING/SELECTIVE SERVICE BOARDS
5. OBTAIN ENL CLEARANCE FROM CHIEF EEA
6. VERIFY APPLICANTS POLICE RECORD WITH LOCAL AUTHORITIES
7. VERIFY APPLICANTS DD FORM 370
8. VERIFY SELECTIVE SERVICE CLASSIFICATION FORM
9. EVALUATE PROSPECTIVE ENLISTEE FOR SECURITY
10. PREPARE/PROCESS ENL GUARANTEE LETTERS
11. NOTIFY PARENTS OF UNDERAGE PROSPECTS OF CHANGES IN OPTIONS
12. ASSIST STATE EMPLOYMENT SERVICE OFFICES WITH ENL REJECTS
13. ASSIST RECRUITING EFFORT OF ARMY RESERVE/NATIONAL GUARD
14. DEVELOP/MAINTAIN GOOD COMMUNITY RELATIONS
15. PREPARE MOBILE RECRUITING STATION
16. PARTICIPATE IN GROUP GUIDANCE SESSIONS

PERFORM RECRUITER CONTACT DUTIES

1. CONTACT HIGH SCHOOL OFFICIALS/GUIDANCE COUNSELORS
2. CONTACT COLLEGE JOB PLACEMENT DIRECTORS

PERFORM RECRUITER CONTACT DUTIES (CONT)

3. CONTACT NURSING SCHOOL OFFICIALS
4. CONTACT VOCATIONAL/TRADE SCHOOL OFFICIALS
5. CONTACT PARENTS OF PROSPECTIVE APPLICANTS
6. CONTACT EMPLOYMENT AGENCIES
7. CONTACT PERSONNEL MANAGERS
8. CONTACT PUBLIC OFFICIALS
9. CONTACT CIVIC EMPLOYMENT AGENCIES/LEADERS
10. CONTACT RELIGIOUS AGENCIES/LEADERS
11. CONTACT ENLISTEES HOME ON LEAVE
12. CONTACT LOCAL NATIONAL GUARD UNITS
13. CONTACT LOCAL US ARMY RESERVE UNITS
14. MAINTAIN POINTS OF CONTACT

PRESENT FORMAL/INFORMAL TALKS ABOUT THE ARMY

1. ANALYZE PROSPECTIVE AUDIENCE/OCCASION
2. PREPARE TALK OUTLINE
3. DELIVER FORMAL/INFORMAL TALKS ABOUT THE ARMY
4. DELIVER PRESENTATIONS AT RECRUITING SEMINARS
5. DELIVER PRESENTATIONS AT CAREER COUNSELING SEMINARS
6. TALK TO HIGH SCHOOL STUDENTS
7. TALK TO COLLEGE STUDENTS
8. TALK TO VOCATIONAL/TRADE SCHOOL STUDENTS
9. TALK TO PARENTS
10. TALK TO CIVIC/SERVICE GROUPS
11. TALK TO PUBLIC OFFICIALS
12. TALK TO RELIGIOUS/CIVIC LEADERS

D. PRESENT FORMAL/INFORMAL TALKS ABOUT THE ARMY (CONT)

13. TALK TO UNIT OFFICERS AND NCOS

14. TALK TO UNIT NONCAREERISTS

E. SEEK SERVICE PROSPECTS

1. IDENTIFY POSSIBLE CENTERS OF INFLUENCE (CI)

2. DEVELOP POSSIBLE CI

3. MAINTAIN LIAISON WITH CI

4. PREPARE CI CARDS

5. MAINTAIN FILE ON CI

6. USE AFEES/RECRUITING SERVICES SCREENING INSTRUMENTS

7. SCREEN HIGH SCHOOL GRADUATING LISTS

8. SCREEN HIGH SCHOOL DROPOUT LISTS

9. SCREEN VOCATIONAL/TRADE SCHOOL ROSTERS

10. SCREEN SELECTIVE SERVICE REGISTRATION LISTS

11. SCREEN COLLEGE DROPOUT LISTS

12. SCREEN ASVAB PRINTOUTS

13. SCREEN OFFICER SELECTION TEAM REFERRAL FORMS

14. SCREEN PRE-INDUCTION ROSTER

15. OBTAIN REFERRALS FROM OTHER SERVICES

16. EXAMINE NEWSPAPER FOR PROSPECTS

17. EXAMINE PRE-INDUCTION PROCESSING LIST

18. EXAMINE ETS ROSTER FOR PROSPECTS

19. ESTABLISH LISTS OF NAME LEADS

20. REFINE LISTS OF NAME LEADS

21. QUALIFY NAME LEADS

22. CONTACT QUALIFIED NAME LEADS

E. SEEK SERVICE PROSPECTS (CONT)

23. PREPARE PROSPECT CARD

24. DEVELOP/MAINTAIN PROSPECT CARD FILE

25. ANALYZE PROSPECT TO DETERMINE APPROACH

F. INTERVIEW/COUNSEL PROSPECTIVE ENLISTEES/REENLISTEES

1. SCHEDULE INTERVIEWS/COUNSELING SESSIONS

2. TAILOR INTERVIEW/COUNSELING SESSION TO ENLISTEE/REENLISTEE

3. RECORD EACH INTERVIEW/COUNSELING SESSION

4. INTERVIEW ENL/REENL PROSPECTS

5. COUNSEL ENL/REENL PROSPECTS

6. COUNSEL ON ARRANGING PERSONAL AFFAIRS PRIOR TO ENL/REENL

7. USE EST/WEST RESULTS IN INTERVIEWING/COUNSELING

8. USE FIELD 201 FILES IN INTERVIEWING/COUNSELING

9. HANDLE OBJECTIONS

10. EVALUATE INTERVIEWEE

11. ASSIST INDIVIDUAL IN DESIGNING ARMY CAREER PLAN

12. USE AUDIO/VISUAL SALES TECHNIQUES

13. INTERVIEW/COUNSEL REJECTED APPLICANTS

14. ADVISE REJECTED APPLICANTS ON REEMPLOYMENT RIGHTS

15. CONDUCT FOLLOWUP INTERVIEW/COUNSELING SESSION

G. EXPLAIN ENL/REENL/SERVICE BENEFITS/PROGRAMS

1. EXPLAIN PREREQUISITES FOR ENL/REENL

2. EXPLAIN ORGANIZATIONAL STRUCTURE OF ARMY

3. EXPLAIN MOS STRUCTURE OF ARMY

4. EXPLAIN ARMY GRADE/CAREER PROGRESSION

5. EXPLAIN ENL/REENL BENEFITS

G. EXPLAIN ENL/REENL/SERVICE BENEFITS/PROGRAMS (CONT)

6. EXPLAIN ENL/REENL OPTIONS
7. RECOMMEND ENL/REENL OPTIONS
8. EXPLAIN SERVICE BENEFITS/OBLIGATIONS
9. EXPLAIN ARMY JOB SATISFACTION
10. EXPLAIN ARMY ADVANCEMENT/PRESTIGE
11. EXPLAIN APTITUDE AREA SCORES
12. EXPLAIN OPPOR FOR TRAINING
13. EXPLAIN EDUC OPPOR/ADVANTAGES
14. EXPLAIN VOCATIONAL OPPORTUNITIES
15. EXPLAIN ARMY SCHOOL SYSTEM
16. EXPLAIN SPECIAL TRAINING PROGRAMS
17. EXPLAIN OFFICER/WO PROGRAMS/OPTIONS
18. EXPLAIN AMEDS/NURSE PROGRAM
19. EXPLAIN WAC COLLEGE JUNIOR PROGRAM
20. EXPLAIN FLIGHT TRAINING PROGRAM
21. EXPLAIN USMA PROGRAM
22. EXPLAIN OCS PROGRAM
23. EXPLAIN REENL/VARIABLE REENL BONUS
24. EXPLAIN PAY/ALLOWANCES/ALLOTMENTS
25. EXPLAIN DEPENDENT ALLOWANCES
26. EXPLAIN DEPENDENCY/INDEMNITY COMPENSATION
27. DISCUSS MILITARY LIFE
28. EXPLAIN MILITARY HOUSING
29. DISCUSS MILITARY FAMILY LIFE
30. EXPLAIN ARMY MEDICAL CARE PROGRAM

G. EXPLAIN ENL/REENL/SERVICE BENEFITS/PROGRAMS (CONT)

31. EXPLAIN DEPENDENT MEDICAL CARE PROGRAM

32. EXPLAIN RETIREMENT SYSTEM/BENEFITS/OPTIONS

33. EXPLAIN RETIRED SERVICEMANS FAMILY PROTECTION PLAN

34. EXPLAIN DISABILITY RETIREMENT/BENEFITS

35. EXPLAIN SOCIAL SECURITY LAW/BENEFITS

36. EXPLAIN VETERANS BENEFITS

H. PERFORM TESTING/EVALUATION DUTIES

1. SCHEDULE PHYSICALS AT AFEES

2. SCHEDULE MENTAL EXAMINATION AT AFEES

3. SCHEDULE PHYSICAL/MENTAL RETESTS

4. RECORD/USE TEST SCORES

5. ADMINISTER EST/WEST TO PROSPECTS

6. SCORE EST/WEST

7. INTERPRET EST/WEST RESULTS

8. ADMINISTER SPEAR

9. SCORE SPEAR

10. INTERPRET SPEAR RESULTS

11. OBTAIN TEST RESULTS FROM AFEES

12. INTERPRET AFQT/AFWST RESULTS

13. INTERPRET ECFA RESULTS

14. INTERPRET ASVAB RESULTS

15. INTERPRET AQB/WACB RESULTS

16. INTERPRET ACB RESULTS

17. INTERPRET OFFICER/FLIGHT/SPECIAL FORCES TEST RESULTS

18. BRIEF ON NATURE OF ARMY PERSONNEL TESTS

H. PERFORM TESTING/EVALUATION DUTIES (CONT)

19. REQUISITION TEST MATERIALS

20. CONTROL TEST MATERIALS

21. INSPECT TEST MATERIALS

22. PREPARE TEST MATERIALS FOR DESTRUCTION

23. SUPERVISE PERSONNEL ADMINISTERING TESTS

I. PREPARE/REVIEW ENL/REENL FORMS

1. REVIEW DD FORM 214 FOR PRIOR SERVICE PERSONNEL

2. REVIEW DA FORM 1811 FOR PRIOR SERVICE PERSONNEL

3. PREPARE DA FORM 41

4. PREPARE/REVIEW DD FORM 369

5. ASSIST IN PREPARING DD FORM 398

6. REVIEW DD FORM 398

7. PREPARE/REVIEW DD FORM 4

8. PREPARE/REVIEW USAREC FORM 200

9. PREPARE/REVIEW DA FORM 1695

10. PREPARE/REVIEW DD FORM 98

11. PREPARE/REVIEW DA FORM 3286 WITH ANNEX

12. PREPARE/REVIEW DA FORM 3340

13. PREPARE/REVIEW DA FORM 1315

14. PREPARE/REVIEW DD FORM 373

15. PREPARE/REVIEW DA FORM 2492-R

16. PREPARE/REVIEW DA FORM 1696-R

17. PREPARE/REVIEW DA FORM 3072-1

18. PREPARE/REVIEW DD FORM 59

19. PREPARE/REVIEW DD FORM 372

I. PREPARE/REVIEW ENL/REENL FORMS (CONT)

20. PREPARE DA FORM 3285

21. PREPARE/REVIEW/FOLLOWUP ON DD FORM 368

22. PREPARE FIRST INDORSEMENT FOR DA FORM 766

23. INSPECT FORMS FOR COMPLETENESS/ACCURACY

J. PERFORM PUBLICITY DUTIES

1. ESTABLISH/MAINTAIN CONTACT WITH LOCAL NEWS MEDIA

2. PLAN/CONDUCT PUBLIC INFORMATION PROGRAMS

3. PLAN/CONDUCT DEPENDENT INFORMATION TOURS

4. MAINTAIN LIAISON WITH PUBLIC INFORMATION OFFICERS

5. VISIT LOCAL TV/RADIO STATIONS

6. VISIT LOCAL NEWSPAPERS

7. ATTEND LOCAL CIVIC FUNCTIONS

8. MAINTAIN ROSTERS OF LOCAL NEWS MEDIA

9. REQUISITION PUBLICITY MATERIAL

10. OBTAIN FREE NEWSPAPER ADVERTISING SPACE

11. OBTAIN FREE BILLBOARD ADVERTISING SPACE

12. OBTAIN FREE WINDOW SPACE FOR PUBLICITY DISPLAYS

13. OBTAIN FREE ADVERTISEMENT SPACE ON COMMERCIAL VEHICLES

14. ARRANGE FOR PAID ADVERTISING SPACE

15. CONSTRUCT ADVERTISING DISPLAYS

16. PREPARE/ERECT WINDOW DISPLAYS

17. CONSTRUCT/ERECT DISPLAYS AT FESTIVALS/FAIRS

18. DISPLAY FURNISHED ENL/REENL PUBLICITY MATERIAL

19. WRITE ENL/REENL MATERIAL

20. EDIT ENL/REENL MATERIAL

J. PERFORM PUBLICITY DUTIES (CONT)

21. DISTRIBUTE ENL/REENL PUBLICITY MATERIAL

22. CONDUCT PUBLICITY PROGRAM IN HIGH SCHOOL

23. CONDUCT MAIL-OUT PUBLICITY CAMPAIGN

24. WRITE NEWS MEDIA RELEASES

25. DISTRIBUTE NEWS RELEASES

26. SHOW MOTION PICTURES TO PROSPECTIVE ENLISTEE/REENLISTEE

27. RECORD ATTENDANCE AT REENL FILMS

28. SHOW MOTION PICTURES TO COMMUNITY/CIVIC ORGANIZATIONS

29. LEND MOTION PICTURES TO COMMUNITY/CIVIC ORGANIZATIONS

30. PRESENT ARMY CERTIFICATES OF ACHIEVEMENT TO COMMUNITY

31. USE UNIT OF CHOICE CANVASSERS

K. SUPV RECRUITERS/CAREER COUNSELORS AND THEIR ACTIVITIES

1. SCHEDULE INSPECTIONS

2. INSPECT SUBORDINATE UNIT CAREER COUNSELORS

3. INSPECT SUBORDINATE RECRUITERS

4. INSPECT RECRUITING STATIONS

5. INSPECT REENL FILES/ACTIVITIES

6. INSPECT ENL FILES/ACTIVITIES

7. REVIEW ITINERARIES

8. INSPECT PROSPECT CARD FILES

9. INSPECT TRANSPORTATION REQUESTS (TR)

10. CONTROL TRANSPORTATION REQUESTS (TR)

11. PLAN RECRUITING SEMINARS/CONFERENCES

12. CONDUCT RECRUITING SEMINARS/CONFERENCES

13. PLAN CAREER COUNSELING SEMINARS/CONFERENCES

K. SUPV RECRUITERS/CAREER COUNSELORS AND THEIR ACTIVITIES (CONT)

14. CONDUCT CAREER COUNSELING SEMINARS/CONFERENCES
15. SUPV PERSONNEL CONDUCTING SEMINARS/CONFERENCES
16. DETERMINE EFFECTIVENESS OF SUBORDINATES ACTIVITIES
17. SUBMIT RECOMMENDATIONS FOR ENL POLICIES/CHANGES
18. SUBMIT RECOMMENDATIONS FOR REENL POLICIES/CHANGES
19. CONDUCT A COMPETITIVE AWARDS PROGRAM
20. EXAMINE BARS TO REENL FOR FUTURE PLANNING
21. ADVISE OFFICERS/SUBORDINATES ON PERSONNEL MARKET CHANGES
22. PLAN INITIAL OPERATIONS
23. CONDUCT INITIAL ORIENTATIONS
24. SUPERVISE INITIAL ORIENTATIONS
25. MAINTAIN STATISTICS ON RECRUITING/COUNSELING PROGRAMS
26. IDENTIFY/INVESTIGATE PROBLEM AREAS
27. DEVELOP REENL PROGRAM FOR COMMAND
28. DIRECT REENL PROGRAM FOR COMMAND
29. PLAN RECRUITING OPERATIONS AT SUBORDINATE LEVELS
30. DIRECT RECRUITING OPERATIONS AT SUBORDINATE LEVELS
31. COORDINATE RECRUITING OPERATIONS FOR SUBORDINATES
32. ASSESS PROSPECT POTENTIAL WITHIN RMS AREA
33. INTERPRET REGULATIONS FOR SUBORDINATES
34. ADVISE SENIOR OFFICERS ON ENL/REENL PROGRAM
35. PROVIDE TECHNICAL KNOWLEDGE REGARDING ENL/REENL
36. MONITOR REENL POLICIES/ORDERS FOR PROPER EXECUTION
37. MONITOR REENL/RECRUITING PROGRAMS
38. EVALUATE PRODUCTIVITY INDICATORS

K. SUPV RECRUITERS/CAREER COUNSELORS AND THEIR ACTIVITIES (CONT)

39. REVIEW AFEES SCREENING INSTRUMENTS

40. ADJUST MANPOWER RESOURCES

41. MONITOR CAREER DEVELOPMENT OF SUBORDINATES

L. ASSIST IN TRAINING PROGRAM

1. PLAN/DEVELOP RECRUITER/CAREER COUNSELOR TRAINING PROGRAM

2. REVIEW CONTENT OF TRAINING PROGRAM

3. PREPARE TRAINING DIRECTIVES

4. IDENTIFY SUBORDINATES WHO REQUIRE TRAINING

5. RECOMMEND SUBOR ATTEND RECRUITING/CAREER COUNSELING SCHOOL

6. SELECT INSTRUCTORS

7. TRAIN INSTRUCTORS

8. SUPERVISE PERSONNEL TRAINING INSTRUCTORS

9. PREPARE LESSON PLANS

10. PREPARE TRAINING AIDS

11. REQUISITION TRAINING AIDS

12. CONDUCT MOS TRAINING

13. ATTEND MOS TRAINING

14. SUPERVISE PERSONNEL CONDUCTING MOS TRAINING

15. ASSIST IN TRAINING RECRUITERS/CAREER COUNSELORS

16. INSTRUCT PART-TIME REENL PERSONNEL

17. CONDUCT OJT FOR NEWLY ASSIGNED RECRUITERS

18. CONDUCT OJT FOR NEWLY ASSIGNED CAREER COUNSELORS

19. SUPERVISE PERSONNEL CONDUCTING OJT

20. PREPARE/OBTAIN TEST MATERIALS

21. ADMINISTER TESTS

L. ASSIST IN TRAINING PROGRAM (CONT)

22. SCORE TESTS

23. PREPARE/MAINTAIN TRAINING RECORDS/REPORTS

M. ASSESS FACTORS WHICH CONTRIBUTE TO REENL

1. ASSESS MESS HALL OPERATIONS

2. ASSESS WORKING CONDITIONS

3. ASSESS RECREATIONAL FACILITIES

4. ASSESS GENERAL LIVING CONDITIONS ON POST

5. ASSESS GENERAL LIVING CONDITIONS OFF POST

6. ASSESS POST EXCHANGE SERVICES

7 ASSESS REENL INCENTIVE PROGRAM

8. ASSESS EFFECTIVENESS OF ADMIN SERVICES

9. RECOMMEND CHANGES/IMPROVEMENTS TO PROGRAMS

N. PERFORM RECRUITING/COUNSELING ADMINISTRATIVE DUTIES

1. CONDUCT MARKET RESEARCH

2. DETERMINE POPULATION SHIFTS

3. MAINTAIN ENL/REENL PUBLICATIONS

4. PREPARE ENL/REENL REPORTS/RECORDS

5. REVIEW ENL/REENL REPORTS/RECORDS

6. MAINTAIN ENL/REENL REPORTS/RECORDS

7. MAINTAIN ENL/REENL SUSPENSE FILES

8. MAINTAIN SUSPENSE FILE ON TEMPORARY REJECTS

9. MAINTAIN SUSPENSE FILE ON PROSPECTS

10. MAINTAIN STATUS CHARTS

11. MAINTAIN ENL/REENL PRODUCTION STATISTICS

12. MAINTAIN AREA RECRUITMENT EVALUATION

N. PERFORM RECRUITING/COUNSELING ADMINISTRATIVE DUTIES (CONT)

13. MAINTAIN VISITORS REGISTER

14. MAINTAIN REGISTER OF TOLL CALLS

15. DEVELOP/MAINTAIN ITINERARY FOR RECRUITING TRAVEL

16. ZONE LOCAL RECRUITING AREAS

17. ARRANGE LEASING OF CIV FACILTIES FOR RECRUITERS

18. ARRANGE CIV MAINTENANCE ON LEASED PROPERTY

19. FORWARD BILLS TO RECRUITING MAIN STATION

20. ARRANGE TRANSPORTATION FOR APPLICANTS

21. ISSUE TRANSPORTATION REQUESTS (TR)

22. ARRANGE FOR LODGING/MEALS FOR APPLICANTS

23. CONTROL MEAL TICKETS

24. PLAN REENL CEREMONIES

25. PROCESS EXTENSIONS

26. PERFORM ADMINISTRATIVE FOLLOWUP ACTIONS

O. PERFORM GENERAL MANAGEMENT DUTIES

1. COUNSEL SUBORDINATES

2. PLAN/CONDUCT NCO CALLS

3. ASSIGN PERSONNEL TO DUTY POSITIONS

4. DISTRIBUTE WORK LOADS

5. ASSIGN TASKS

6. PREPARE WORK DISTRIBUTION CHARTS

7. RECEIVE/PROCESS INCOMING PERSONNEL

8. RECOMMEND PERSONNEL FOR DISCIPLINARY ACTIONS

9. RECOMMEND PERSONNEL FOR AWARDS/DECORATIONS

10. RECOMMEND PERSONNEL FOR PROMOTION/REDUCTIONS/ELIMINATION

O. PERFORM GENERAL MANAGEMENT DUTIES (CONT)

11. COORDINATE LEAVES/PASSES

12. EVALUATE PERFORMANCE OF SUBORDINATES

13. CONDUCT SECURITY CHECKS

14. SCHEDULE CONFERENCES/VISITS

15. IMPLEMENT COMMANDERS DIRECTIVES

16. PREPARE SOP

17. PREPARE JOB DESCRIPTIONS

18. RECOMMEND CHANGES TO MOS

P. PERFORM GENERAL ADMINISTRATIVE DUTIES

1. READ/INTERPRET SOP

2. USE TOE/TDA

3. REQUISITION PUBLICATIONS/ARMY REGULATIONS

4. MAINTAIN LIBRARY OF PUBLICATIONS/ARMY REGULATIONS

5. READ/INTERPRET PUBLICATIONS/ARMY REGULATIONS

6. MAINTAIN OFFICE FILES

7. INSPECT OFFICE FILES

8. PARTICIPATE IN IG INSPECTION

9. PREPARE REPORTS ON UNIT ACTIVITIES

10. MAINTAIN RECORDS ON UNIT ACTIVITIES

11. SAFEGUARD CLASSIFIED DOCUMENTS/EQUIPMENT

12. PREPARE CORRESPONDENCE

13. REVIEW CORRESPONDENCE

14. PREPARE/REVIEW ACCIDENT REPORTS

15. MAINTAIN PRODUCTION FLOW CHARTS

16. PREPARE TRAVEL VOUCHERS

P. PERFORM GENERAL ADMINISTRATIVE DUTIES (CONT)

17. REQUEST/ISSUE SUPPLIES/EQUIPMENT

18. PROTECT SUPPLIES/EQUIPMENT

19. MAKE RECOMMENDATIONS TO SUPERIORS

20. SERVE AS PROMOTION BOARD MEMBER

Q. PERFORM VEHICLE OPERATION/MAINTENANCE DUTIES

1. DRIVE ASSIGNED VEHICLE

2. MAKE ENTRIES IN VEHICLE EQUIPMENT LOG BOOK

3. REVIEW ENTRIES IN VEHICLE EQUIPMENT LOG BOOK

4. PERFORM VEHICLE OPERATOR MAINTENANCE

5. ARRANGE FOR CIV MAINTENANCE ON RECRUITING VEHICLES

6. MAINTAIN VEHICLE DISPATCH LOG

7. USE LUBRICATION ORDER

8. REQUEST REPAIR PARTS

9. WRITE EQUIPMENT IMPROVEMENT RECOMMENDATIONS (EIR)

10. EXTRACT DATA FROM LOG BOOK FORMS

11. PREPARE EQUIPMENT SERVICEABILITY REPORTS (ESC)

12. SUPERVISE PREPARATION OF ESC

13. SUPERVISE OPERATOR MAINTENANCE OF EQUIPMENT

APPENDIX B

REVISED ARMY RECRUITER/GUIDANCE COUNSELOR TASK LIST ALONG WITH THE SOURCE OF EACH REVISED TASK

A1. Develop/maintain daily work plan for performing enlistment processing duties.

A2. Answer enlistee's processing questions by telephone.

A3. Answer an applicant's processing questions by personal contact.

A4. Plan/orgainze telephone calls related to enlistment processing.

A5. Answer letters of inquiry about enlistment processing.

A6. Study enlistment publications.

A7. Determing an applicant's physical/mental/moral eligibility during the enlistment process.

A8. Determine an applicant's enlistment qualifications.

A9. Determine an applicant's enlistment eligibility.

A10-14. Verify applicant's age, citizenship, SSN, prior service, and educational background.

A15. Obtain parental consent when required because of age.

A16. Determine waiverable/nonwaiverable qualifications for enlistment.

A17. Investigate waivers prior to determing enlistment eligibility.

A18-20. Initiate or prepare medical, moral, or administration waivers for applicants.

A21. Coordinate/process waivers for applicants.

A22. Determine requirements for service school attendance.

A23. Obtain enlistment quota for applicant.

A24. Write requests for in-service schools/training.

A25. Determine creditable/monthly pay for applicant.

A26. Process/prepare final enlistment paperwork.

A27. Obtain enlistee's assignment instructions.

B1. Coordinate/conduct enlistment program in high school.

B2. Maintain coordination/cooperation with AFEES.

B3. Initiate/forward appropriate recruiting records to AFEES.

B4. Obtain records from screening boards.

B5. Obtain enlistment clearance from chief EEA.

B6. Verify applicant's police record with local authorities.

B7. Verify applicant's DD Form 370.

B8. Verify applicant's selective service classification form.

B9. Evaluate prospective enlistee for security.

B10. Prepare/process enlistment guarantee letters.

B11. Notify parents of under-age prospects of changes in options.

B12. Assist state employment service officials with enlistment rejects.

B13. Assist the Army Reserve/National Guard recruiting effort.

B14. Develop/maintain good community relations.

B15. Prepare mobile recruiting station.

B16. Participate in group guidance sessions.

C1-4. Contact high school officials, guidance counselors, college job placement directors, nursing school officials, vocational/ trade school officials for recruiting purposes.

C5. Contact parents of prospective applicants.

C6-7 & 9. Contact employment agencies (civic and non-civic) and personnel managers to obtain names of prospects.

C8 & 10. Contact public officials and religious leaders to obtain names of prospects.

C11. Contact enlistees home on leave.

C12-13. Contact local National Guard/U. S. Army Reserve units for recruiting purposes.

D1. Analyze prospective audience/occasion for Army presentation.

D2. Prepare outline for talks about the Army.

D4. Deliver Army presentation at recruiting seminars.

D5. Deliver recruiting presentations at career counseling seminars.

D6-8. Deliver informal/formal talks about the Army to area students from community high schools, vocational, or trade schools.

D9. Talk to parents about the Army.

D10. Talk to civic/service groups about the Army.

D11-12. Talk to public officials/religious or civic leaders about the Army.

E1. Identify possible centers of influence for recruiting purposes.

E2-3. Develop/maintain liaison with centers of influence for recruiting purposes.

E4-5 Prepare/maintain file cards on centers of influence for recruiting purposes.

E6. Use AFEES/recruiting services screening instruments.

E7-9 & 11. Locate service prospects by screening graduating and drop-out lists from high schools and colleges and examining rosters from vocational and trade schools.

E12. Screen ASVAB printouts for prospects.

E13. Screen officer selection team referral forms for prospects.

E10 & 14. Screen selective service registration lists and pre-induction roster to obtain prospects.

E15. Obtain prospect referrals from other services.

E16. Examine newspaper for prospects.

E19-20. Establish and refine lists of prospect name leads.

E21. Qualify prospect name leads.

E22. Contact qualified prospect name leads.

E23. Prepare prospect card.

E24. Develop and maintain prospect card file.

E25. Analyze prospect to determine recruiting approach.

F1. Schedule interview or counseling sessions with prospective enlistee.

F2. Tailor the interview or counseling session to prospect.

F3. Record each interview/counseling session with prospect.

F4-5. Interview and conduct counseling sessions with enlistment prospects.

F6. Counsel prospective enlistee on arranging personal affairs prior to enlistment.

F7. Use EST/WEST results in interviewing or counseling with prospect.

F8. Use field 201 files in interviewing or counseling prospect.

F9. Handle objections to recruitment during the interview or counseling session.

F10. Evaluate prospect following the interview or counseling session.

F11. Assist the prospective enlistee in designing Army career plan.

F12. Use audio/visual sales techniques during the interview or counseling session with prospect.

F13. Counsel rejected applicants.

F14. Advise rejected applicants of re-employment rights.

F15. Conduct follow-up interview or counseling session with prospect.

G1. Explain to prospects prerequisites for enlistment.

G2-3. Explain organizational and MOS structure of Army to prospects.

G5, 23, 25, 30-32, 34-36 Explain Army benefits to prospect: re-enlistment/variable re-enlistment bonus; dependent allowances; medical care program; retirement system; family protection plan; dependency/indemnity compensation; social security; and veteran's benefits.

G12-22. Explain Army opportunities to prospect: training; educational advantages; vocational opportunities; officer/WO; AMEDS/nurse; WAC college; flight training; USMA; and OCS programs.

G24. Outline Army monetary benefits to prospect: pay, allowances, and allotments.

G27-29. Discuss military life with prospect: Army housing; military family life; travel; Army grade/career progression.

H1-2. Schedule physical and mental examinations at AFEES.

H3. Schedule physical or mental retests at AFEES.

H4. Record physical or mental test scores.

H5, 8. Administer EST/WEST and SPEAR to prospects.

H6, 9. Score EST/WEST and SPEAR tests.

H11. Obtain test results from AFEES.

H7, 10, 12-16. Interpret results of the following tests: AFQT/AFWST, ECFA, ASVAB, AQB/WACB, ACB, EST/WEST, and SPEAR.

H17. Interpret results of officer/flight/special forces test.

H18. Brief prospect on the nature of Army personnel tests.

H19. Requisition test materials.

H20-21. Control and inspect test materials.

H22. Prepare test materials for destruction.

H23. Supervise personnel administering tests.

I1-21. Prepare or review DD, DA, or USAREC forms during the recruitment process.

I22. Prepare first indorsement for DA Form 766.

I23. Inspect an applicant's DD, DA, or USAREC forms for completeness and accuracy.

J1. Establish and maintain contact with local news media.

J2. Plan and conduct public information program.

J3. Plan and conduct information tours for dependents.

J4. Maintain liaison with public information officers.

J5-6. Visit local TV stations, radio stations, and newspapers to maintain liaison or to generate publicity for the Army.

J7. Attend local civic functions to help publicize the Army.

J8. Maintain rosters of local news media for publicity purposes.

J9. Requisition publicity material.

J10-13. Obtain free advertising space in newspapers, on billboards and commercial vehicles, and for window displays.

J14. Arrange for paid advertising displays for store windows and for festivals and fairs.

J18. Display furnished enlistment publicity material.

J19-20. Write and edit enlistment publicity material.

J21. Distribute enlistment publicity material.

J22. Conduct publicity program in high school.

J23. Conduct mail-out publicity campaign.

J24. Write news media releases.

J25. Distribute news releases.

J26. Show motion pictures about the Army to prospective enlistee.

J28-29. Show or lend motion pictures to community/civic organizations.

J30. Present Army certificates of achievement to community.

J31. Use unit of choice canvassers.

N1. Conduct market research for potential recruits.

N2. Determine population shifts of potential recruits.

N3. Maintain enlistment publications.

N4. Prepare enlistment reports and records.

N5. Review enlistment reports and records.

N6. Maintain enlistment reports and records.

N7-9. Maintain suspense files on temporary rejects and on prospects.

N10. Maintain recruiting status charts.

N11. Maintain enlistment production statistics.

N12. Maintain area recruitment evaluation.

N13. Maintain visitors' register.

N14. Maintain register of toll calls.

N15. Develop/maintain itinerary for recruiting travel.

N16. Zone local recruiting areas.

N17. Arrange leasing of civic facilities for recruiters.

N18. Arrange civic maintenance on leased property.

N19. Forward bills to recruiting main station.

N20. Arrange transportation for applicants.

N21. Issue transportation requests.

N22-23. Arrange for lodging or meals for applicants and control meal tickets.

N26. Perform administrative follow-up actions during recruitment process.

Q1. Drive assigned vehicle.

Q2. Make entries in vehicle equipment log book.

Q3. Review entries in vehicle equipment log book.

Q4. Perform vehicle operator maintenance.

Q5. Arrange for civic maintenance of recruiting vehicles.

Q6. Maintain vehicle dispatch log.

Q7. Use lubrication order.

Q8. Request repair parts for recruiting vehicles.

Q9. Write equipment improvement recommendations.

Q10. Extract data from vehicle log book forms.

Q11. Prepare equipment serviceability reports for recruiting vehicles.

APPENDIX C

FINAL TASK LIST

1. Answer an applicant's processing questions by personal contact.

2. Develop and maintain prospect card file.

3. Conduct market research for potential recruits.

4. Perform vehicle operator maintenance.

5. Write and edit enlistment publicity material.

6. Prepare DA Forms for enlistment guarantee (DA Form 3286; DA Form 3285)

7. Score SPEAR.

8. Talk to parents about the Army.

9. Verify applicant's selective service classification form.

10. Evaluate prospect following the interview or counseling session.

11. Describe the organizational and MOS structure of Army to prospects.

12. Explain to prospect special training and college programs.

13. Determine requirements for service school attendance.

14. Show motion pictures about the Army to prospective enlistee.

15. Maintain register of toll calls.

16. Prepare/maintain file cards on centers of influence for recruiting purposes.

17. Show or lend motion pictures to community/civic organizations.

18. Contact educ officials and guidance counselors for recruiting purposes

19. Arrange for lodging or meals for applicants and control meal tickets.

20. Use lubrication order.

21. Develop/maintain daily work plan for performing enlistment processing duties.

22. Handle objections to recruitment during the interview or counseling session.

23. Obtain free newspaper, billboard, window & commercial vehicle ad space

24. Make entries in vehicle equipment log book.

25. Maintain coordination/cooperation with AFEES.

26. Prepare equipment serviceability reports for recruiting vehicles.

27. Contact local National Guard/U. S. Army Reserve units for recruiting purposes.

28. Investigate waivers prior to determining enlistment eligibility.

29. Explain Army training, educational & vocational opportunities to prospect

30. Determine population shifts of potential recruits.

31. Screen ASVAB printouts for prospects.

32. Schedule interview or counseling sessions with prospective enlistee.

33. Assist state employment service officials with enlistment rejects.

34. Perform administrative follow-up actions during recruitment process.

35. Visit TV, radio or newspaper centers to generate publicity for the Army

36. Determine applicant's physical/mental/moral eligibility during enl process

37. Requisition test materials.

38. Deliver informal/formal talks about the Army to area students

39. Write equipment improvement recommendations.

40. Determine creditable/monthly pay for applicant.

41. Contact public officials and religious leaders to obtain names of prospects.

42. Maintain recruiting status charts.

43. Arrange for civic maintenance of recruiting vehicles.

44. Prepare outline for talks about the Army.

45. Use audio/visual aids during interv/couns session with prospect

46. Obtain enlistement clearance from chief EEA.

47. Verify applicant's age, citizenship, SSN, prior service, and education.

48. Contact parents of prospective applicants.

49. Evaluate prospective enlistee for security.

50. Obtain prospect referrals from other services.

51. Contact enlistees home on leave.

52. Issue transportation requests.

53. Conduct mail-out publicity campaign.

54. Explain Army benefits: reenl bonus; dep allowance; med care; retirmt; etc.

55. Prepare test materials for destruction.

56. Present Army certificates of achievement to community.

57. Answer enlistee's processing questions by telephone.

58. Plan and conduct public information program.

59. Prepare DD and USAREC Forms on initial contact (USAREC Form 200; DD Form 1966)

60. Advise rejected applicants of reemployment rights.

61. Obtain enlistee's assignment instructions.

62. Review and maintain enlistment reports and records.

63. Extract data from vehicle log book forms.

64. Prepare mobile recruiting station.

65. Analyze prospect to determine recruiting approach.

66. Forward bills to DRC.

67. Drive assigned vehicle.

68. Answer letters of inquiry about enlistment processing.

69. Contact employment agencies & personnel mgrs for names of prospects

70. Record each interview/counseling session with prospect.

71. Examine newspaper for prospects.

72. Schedule physical and mental examinations at AFEES.

73. Distribute news releases.

74. Obtain records from screening boards.

75. Determine waiverable/nonwaiverable qualifications for enlistment.

76. Discuss with prospect Army housing, family life, travel and career progression

77. Prepare DD Form for police check (Form 369)

78. Review entries in vehicle equipment log book.

79. Participate in group guidance sessions.

80. Assist the prospective enlistee in designing Army career plan.

81. Zone local recruiting areas.

82. Maintain vehicle dispatch log.

83. Outline Army monetary benefits to prospect: pay, allowances, and allotments.

84. Interpret results of AFQT/AFWST, ECFA, ASVAB, AQB/WACB, ACB & SPEAR

85. Initiate medical, moral, or administration waiver for applicants.

86. Maintain area recruitment evaluation.

87. Conduct follow-up interview or counseling session with prospect.

88. Contact qualified prospect name leads.

89. Counsel rejected applicants.

90. Determine an applicant's enlistment eligibility.

91. Obtain test results from AFEES.

92. Counsel prospective enlistee on arranging personal affairs prior to enl

93. Request repair parts for recruiting vehicles.

94. Establish and refine lists of prospect name leads.

95. Process/prepare final enlistment paperwork.

96. Study enlistment publications.

97. Maintain enlistment publications.

98. Distribute enlistment publicity material.

99. Record physical or mental test scores.

100. Notify parents of under-age prospects of changes in options.

101. Write requests for in-service schools/training.

102. Interpret results of officer/flight/special forces test.

103. Explain to prospects prerequisites for enlistment.

104. Tailor the interview or counseling session to prospect.

105. Plan/organize telephone calls related to enlistment processing.

106. Maintain suspense files on temporary rejects and on prospects.

107. Develop/maintain liaison with centers of influence for recruiting purposes.

108. Talk to civic/service groups about the Army.

109. Assist the Army Reserve/National Guard recruiting effort.

110. Maintain enlistment production statistics.

111. Coordinate/conduct enlistment program in high school.

112. Control and inspect test materials.

113. Attend local civic functions to help publicize the Army.

114. Coordinate/process waivers for applicants.

115. Arrange transportation for applicants.

116. Prepare prospect card.

117. Develop/maintain itinerary for recruiting travel.

118. Establish and maintain contact with local news media.

119. Develop/maintain good community relations.

120. Display furnished enlistment publicity material.

121. Obtain parental consent when required because of age.

122. Maintain liaison with public information officers.

123. Arrange for paid advertising space.

124. Initiate/forward appropriate recruiting records to AFEES.

125. Deliver recruiting presentations at career counseling seminars.

126. Write news media releases.

127. Maintain visitors' register.

128. Screen officer selection team referral forms for prospects.

129. Analyze prospective audience/occasion for Army presentation.

130. Schedule physical or mental retests at AFEES.

131. Requisition publicity material.

132. Verify applicant's police record with local authorities.

133. Qualify prospect name leads.

134. Administer SPEAR to prospects.

135. Conduct publicity program in high school.

136. Prepare enlistment reports and records.

137. Use AFEES/recruiting services screening instruments.

138. Deliver Army presentation at recruiting seminars.

139. Locate service prospects by screening area school graduate and drop-out lists

140. Interview and conduct counseling sessions with enlistment prospects.

141. Brief prospect on the nature of Army personnel tests.

142. Prepare and erect ad displays for store windows, festivals, and fairs

143. Talk to public officials/religious or civic leaders about the Army.

144. Maintain rosters of local news media for publicity purposes.

145. Identify possible centers of influence for recruiting purposes.

146. Prepare DA Forms associated with waivers (DA Form 1696-R; DA Form 3072-1)

147. Prepare birth verification forms (DD Form 372)

148. Prepare follow-up DD Form for enl currently in the Reserve (DD Form 368)

149. Review DD-DA Forms for prior service (DD Form 214; DA Form 1811)

150. Review/inspect all DD-DA-USAREC Forms for completeness and accuracy

APPENDIX D

INSTRUCTIONS FOR TASK

SORTING PROTOCOL

ARMY RECRUITER/GUIDANCE COUNSELOR
TASK DIMENSION WORKSHOP

Our organization, Personnel Decisions Research Institute, has been funded by the Army Research Institute to develop some special information about the U. S. Army field recruiter and guidance counselor jobs. The purpose of our project is to describe in as clear a way as possible the performance requirements of these jobs. Defining clearly the performance requirements may help in the future to refine selection procedures used to screen persons applying for the recruiter job. This kind of task definition may also indicate where training is required for improved recruiter performance.

The method we have chosen for defining performance requirements demands that we identify groups of tasks, each group describing a different part of the recruiter or guidance counselor job.

How are we planning to develop the task groups?

Military occupational specialists recently prepared a list of individual tasks for the 00E MOS. We believe this task list provides an excellent vehicle for identifying significant task groups for each job. Individual tasks can be grouped together according to their similarity in describing separate performance requirements for the recruiter or guidance counselor job.

This is where you come in. As USAREC personnel familiar with the two jobs, you are most qualified to cluster these tasks into groups. Therefore, we ask you to study carefully the list of 00E MOS tasks and to sort these tasks into groups according to your perception of how they fit together. Let's describe these sorting procedures in more detail.

Procedures

Before you is a list of 159 task statements, each describing a recruiter and/or guidance counselor activity. First, please read each item in the entire list. As you will see, these tasks represent a number of different parts of the recruiter or guidance counselor job. In a moment we will ask you to sort these task statements into groups according to your ideas about how various tasks go together. First, however, we want to show you an example of how you might go about grouping together these tasks.

Example:

Here are seven tasks from the job of FIREFIGHTER. Our goal in this example is to sort into groups those task statements which represent the same kinds of activities in the jobs. Go ahead and try your hand at sorting these tasks into groups. USE AS MANY OR AS FEW GROUPS AS YOU NEED. There is no one correct way to do this. The best solution is your own judgment of how the tasks go together.

1. Recognize and preserve evidence of arson.

2. Treat range of injuries using advanced first aid and emergency care techniques (EMT).

3. Pull booster hose from booster reel and advance to fire scene.

4. Administer close check cardiac compression to victims of heart failure.

5. Prepare fire, inspection, or preplanning reports.

6. Record entries in daily log.

7. Guard premises where arson is suspected, pending investigation.

Groups	Item Number

One solution given by some people employs the following four groups.

Groups	Item Numbers
A	1, 7
B	2, 4
C	5, 6
D	3

Here is the reasoning behind this answer.

Items 1 and 7 both have to do with assisting in arson investigations. Items 2 and 4 both involve treating injuries. Items 5 and 6 both reflect the administrative and record keeping part of the job. Item 3 does not appear to have close association with any of the other tasks.

However, this is not necessarily the only solution. You may have a different solution that makes more sense to you.

We want you to perform the task sorting procedure using some sensible and consistent method. There are no right or wrong "answers" to this sorting procedure, but please try to make your groups of tasks as sensible and as distinct as possible.

In just a moment, we will provide you with cards, each card containing one of the 159 task statements. Please use these cards to perform the sorting procedure. Try to end up with between 10 and 20 groups. After you have finished sorting, check the items within each group to make sure that the items adequately describe the groups you have formed. You may decide to combine groups which are highly similar or you may want to divide the groups further to make them more distinct. Again, try to end up with at least 10 but not more than 20 groups.

Review of the Steps We Want You to Take in Sorting the Tasks

1. Read through all task statments.

2. As you read, begin forming tentative groups of tasks that appear to represent the same part of the job.

3. After you receive the stack of items, sort them into groups.

4. Check your groups after you have sorted all the items to make sure you have been consistent.

Thanks for your help.

APPENDIX E

THE DEVELOPMENT OF DISSIMILARITY MATRICES FROM TASK SORTING PROTOCOL RESPONSES

A method suggested by Rosenberg and Sedlak (1972) was used to form a dissimilarity index between each pair of tasks based on data from the task sorting protocol. Essentially, the 150 x 150 dissimilarity matrix provides an index of direct similarity between pairs of tasks and indirect similarity between each task pair. Direct similarity between two tasks is indicated simply by the number of subjects who placed those two tasks in the same category compared to the total number of subjects. Indirect similarity between each task pair is determined according to the similarity with which each task in the pair is associated with each other task in the list. The following is a mathematical treatment of the development of a dissimilarity matrix.

Modifications in the procedures used to develop dissimilarity indices between each task pair involved redefining each element of the matrix as the number of times the pair of tasks was jointly classified compared to the number of times they could have been so classified. Specifically, the following two binary variables were defined for the kth judge (k = 1, 2, . . . N) for the ijth pair of tasks (i, j = 1, 2, . . . 150):

c_{ijk} = 1 if the ith and jth task were jointly classified by the kth judge into a common category; 0 otherwise, and

o_{ijk} = 1 if the ith and jth task both appeared within the set of stimuli that were classified into all categories other than the category designated as "miscellaneous" by the judge; 0 otherwise.

Then the 150 x 150 matrix of similarities for a group of N judges was made up of elements, s, where

$$s_{ij} = \sum_{R=1}^{N} c_{ijk} \Big/ \sum_{R=1}^{N} o_{ijk}$$

Given a matrix of similarities thus defined, the matrix of dissimilarities was computed according to the definitions provided by Rosenberg and Sedlak (1972):

$$d_{ij} = \left[\sum_{l=1}^{150} (s_{il} - s_{jl})^2 \right]^{\frac{1}{2}}$$

These dissimilarity indices were utilized directly in the Ward and Hook (1963) cluster analysis.

The 150 x 150 matrix of dissimilarities, d, was also used for the computation of the Torgerson Scalar Products matrix (Torgerson, 1958, p. 258). The scalar products matrix is a recommended procedure for conditioning the dissimilarities for an MDS analysis. Thus, the scalar products were used in subsequent MDS steps.

Torgerson, W. S., Theory and methods of scaling. New York: Wiley, 1958.